

DOCUMENT RESUME

ED 113 559

CE 005 302

TITLE Select and Obtain Student Instructional Materials. Module Numbers 73, 74, 75, and 78. Professional Vocational Teacher Education Module.

INSTITUTION Ohio State Univ., Columbus. Center for Vocational and Technical Education.

REPORT NO VT-102-082

PUB DATE 3 Apr 73

NOTE 31p.; For related documents, see CE 005 300-301 and CE 005 303-304

EDRS PRICE MF-\$0.76 HC-\$1.95 Plus Postage

DESCRIPTORS Case Studies; Check Lists; Instructional Materials; *Learning Activities; *Media Selection; Self Evaluation; Study Guides; *Teacher Education Curriculum; *Vocational Education Teachers

IDENTIFIERS Flesch Reading Ease Formula

ABSTRACT

Part of a series of vocational teacher education modules, the learning guide is designed to help the vocational education teacher select and obtain instructional materials. The module contains three learning experiences: a self-test, a case study and critique form with model answers, and a checklist for obtaining student instructional materials. Included also is an information sheet discussing applications of the Flesch Reading Ease Formula and other factors to be considered in materials selection such as level of students, available facilities and equipment, and economic and time constraints. (NJ)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED113559

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

**SELECT AND OBTAIN STUDENT
INSTRUCTIONAL MATERIALS**

Module #73, 74, 75, 78

(VT 102 082)

Cooperative Curricula Development Component
2F
The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

April 3, 1973

TABLE OF CONTENTS

	<u>PAGE</u>
Title Page	1
Introduction	2
Performance Objectives	3
References, Equipment and Materials Needed to Complete This Module	4
Learning Experience I	5
Learning Experience II	6
Learning Experience III	7
SUPPLEMENTS	
Information Sheet--Learning Experience I, "Obtaining Student Instructional Materials"	9
Self-Test--Learning Experience I	18
Answer Key--Learning Experience I Self-Test	20
Case Study--Learning Experience II	21
Critique Form--Learning Experience II Case Study	22
Model Answers--Learning Experience II Critique Form	24
Checklist for Obtaining Student Instructional Materials-- Learning Experience III	26

OBTAIN STUDENT INSTRUCTIONAL MATERIALS

Prerequisites: "Write a Lesson Plan"

Directions:

1. Check to see that you have satisfactorily completed all prerequisites.
2.
 - a. Read the Introduction on the following page.
 - b. Study the Performance Objectives on p. 3.
 - c. Read Learning Experience III on p. 7.
3. If you decide to be assessed now, and complete Learning Experience III successfully, proceed to the next module. Check with your resource person.
4. If you decide to be assessed now, and do not complete Learning Experience III successfully, proceed with this module.
5. If you decide not to be assessed now, proceed with this module.

NOTE: Your resource person is available to help you while you are progressing through the module.

INTRODUCTION

Ideally, when you enter a classroom armed with a completed lesson plan, you fully intend to:

- reach each student in the class;
- stimulate student interest;
- motivate each student to learn;
- give students information relevant to their real-world needs; and
- achieve your lesson objectives.

If it's up to just you and the lesson plan, you will probably fall short of that ideal. A teacher can't always be stimulating, motivating, relevant, and all things to all students. However, there is a wealth of help available to any teacher who will take a little extra time to look.

This module is designed to help you to locate and obtain the kinds of student instructional materials which can, and probably will, add that extra thrust needed to push your lesson closer to that ideal goal.

PERFORMANCE OBJECTIVES

Terminal Objective: The ultimate objective this module is designed to help you reach is as follows:

In an actual school situation, select and obtain student instructional materials for a lesson. Your performance will be assessed by your resource person, using the "Checklist for Obtaining Student Instructional Materials," pp. 26-27 (Learning Experience III).

Enabling Objectives: If you choose to take this module, the following objectives will help you to meet the terminal objective (you may omit any of these in which you are already competent, with the approval of your resource person):

1. Demonstrate your knowledge of the important considerations involved in selecting and obtaining student instructional materials (Learning Experience I).
2. Critique the process for selecting and obtaining student instructional materials used by a teacher in a case study (Learning Experience II).

REFERENCES, EQUIPMENT AND MATERIALS NEEDED
TO COMPLETE THIS MODULE

1. Smith, Hayden R. and Thomas S. Nagel. Instructional Media in the Learning Process. Columbus: Charles E. Merrill Publishing Company, 1972.

(Your resource person or resource center will make the above items available to you.)

LEARNING EXPERIENCE I

OBJECTIVE

The objective of this learning experience is:

Upon completion of the required reading, demonstrate your knowledge of the important considerations involved in selecting and obtaining student instructional materials. Your performance will be assessed using the procedure detailed below in the evaluation section.

READ

Reed Smith and Nagel, Instructional Media in the Learning Process, pp. 3-16.

and

INFORMATION SHEET, pp. 9-17.

SELF- EVALUATE

To check your knowledge of the important considerations involved in selecting and obtaining student instructional materials, complete the Self-Test for Learning Experience I, pp. 18-19.

LEARNING EXPERIENCE II

OBJECTIVE

The objective of this learning experience is:

Given a case study, critique the process for selecting and obtaining student instructional materials used by the teacher in that study. Your performance will be assessed using the procedure detailed below in the evaluation section.

READ

Read the "Case Study," p. 21.

CRITIQUE

Critique Mr. Eriksen's selection of student instructional resources, using the "Critique Form," pp. 22-23.

SELF- EVALUATE

To check your performance in critiquing the "Case Study," compare your completed "Critique Form" to the "Model Answers," pp. 24-25.

LEARNING EXPERIENCE III*

OBJECTIVE

The objective of this learning experience is:

In an actual school situation, select and obtain student instructional materials for a lesson. Your performance will be assessed using the procedure detailed below in the Assessment section.

DETERMINE

Before considering the selection of student instructional materials, determine:

1. lesson goals and objectives;
2. student needs, interests, and abilities (preferably by student involvement); and
3. available time, equipment, facilities and funds.

SEARCH

Search all available sources, both people and places, for potential student instructional materials for the lesson. Attempt to locate several types of materials which could fulfill the lesson objectives:

1. textbook
2. reference book
3. programmed instructional materials
4. audio-visual aids
5. necessary consumable supplies
6. necessary tools and/or equipment

SELECT AND APPRAISE

Select those materials which best fit the real situation determined above, and which best meet the characteristics of well-produced content.

LIST

Prepare a list of the needed materials.

OBTAIN

Obtain the selected materials and set them up so they will be available to the students.

ASSESS

ASSESSMENT

Your total competency will be assessed by your resource person, using the "Checklist for Obtaining Student Instructional Materials," pp. 26-27.

Based upon the standards contained in this assessment instrument, your resource person will decide whether you are ready to proceed to the next module.

*In order to receive credit for this module, you may choose to complete this learning experience without completing the first two learning experiences.

SUPPLEMENTS

MODULE: OBTAIN STUDENT INSTRUCTIONAL MATERIALS

#73, 74, 75, 78

INFORMATION SHEET--LEARNING EXPERIENCE I
"OBTAINING STUDENT INSTRUCTIONAL MATERIALS"

Using common sense alone, you would not plan to purchase the materials for a house without having some plans or a blueprint to go by, or without knowing where the house was to built (on sand? on a hill?), or without knowing the needs of the people whose house it would be. Selecting student instructional materials starts with that same kind of common sense.

First, you must have a plan. Your lesson plan should include subject matter content, and goals and objectives to be reached. This will dictate the use of certain basic materials, and can suggest the use of others. For instance, a teacher whose lesson objective is "to have students successfully complete several types of job application forms" will undoubtedly need to supply the students with application forms--pencils, too, for the students who never have them.

The second point involves those pencils. To determine what materials are needed, you need to know your students. What are their interests, their needs, their abilities? Just as there's more than one way to skin a cat, there's more than one way to approach the same content via different points of interest and need. A student who is working in his father's business which he will someday take over probably does not want nor need to know how to complete an application form. However, he could be interested in how to construct an appropriate application form to use for hiring purposes at his father's business. He may want to know what to look for in an applicant's completed form. If students are involved in the process of selecting materials, they can indicate these needs and interests.

In regard to student abilities, one of the prime concerns is reading level. A highly technical written explanation will not help a student with a low reading level to perform a task which he would be perfectly capable of performing with a different sort of explanation. Students' reading levels are generally available

in the permanent records, and most texts indicate the level of which they are written. A method for determining the reading level of any written material you may wish to use has been developed by Rudolf Flesch. This method involves taking several samples of paragraphs from a text and counting the number of single-syllable words and the number of words in an average sentence. A simplification of the Flesch Reading Ease Formula is given in Example A, p. 14-17. Other methods have been constructed by persons such as George Spache, and by Edgar Dale and Jeanne S. Chall.

The last preliminary item to be considered involves the kinds of constraints within which the lesson must be taught. What amount of time will you have for the lesson? If you plan to devote only a two hour block of time to the lesson, a film which takes the full two hours may not be helpful. Another time constraint to consider is called "lead time." In other words, how much time do you have until the lesson must be taught? If you wanted to teach a lesson in two days, you could not consider renting a film which had to be ordered and received via mail. What facilities are available to you? What equipment does the school have already available? What kinds of funds are available for purchasing or renting additional materials?

Once you have determined what you wish to accomplish, the limits of your students, and the constraints of time, money, equipment and facilities, you can begin to look for the instructional materials which can help you to accomplish your goals within those limits and constraints. The following is a list of many of the materials which you could consider:

INSTRUCTIONAL MATERIALS

Written Material

- Textbook
- Supplementary Texts
- Handbooks
- Periodicals
- Pamphlets
- Programmed Reading
- Reference Books
- Documents
- Clippings

Hardware

- Equipment
- Tools
- Machinery
- Computers

Audio-Visuals

- Films
- Filmstrips
- Single Concept Film Loops
- T-V
- Radio
- Records
- Tapes, Reel-to-Reel or Cassettes
- Pictures, Drawings, Paintings
- Slides
- Videotapes
- Transparencies
- Microfilms
- Maps, Globes
- Graphs, Charts, Diagrams
- Models, Mock-Ups
- Posters
- Collections, Specimens
- Actual Objects
- Flannel Board
- Black Board
- Magnetic Board

There are a number of sources for these instructional materials. You can check books and periodicals at the school library, the town library, a university library or a district resource center. Trade catalogues, publishers' catalogues or film catalogues are another source. The state department of vocational education may be able to make suggestions. Persons such as colleagues in your area, the area supervisor, or the district supervisor can usually give very specific suggestions. Another excellent source is business and industry. Many of these firms have pamphlets and other materials available.

Any material that you consider using must be previewed. Even if your supervisor suggested its use and guaranteed its superiority, it may not fit your particular situation as defined by your objectives, your students and your constraints. When you are previewing materials, the kinds of questions you should be asking are based, in part, on the situation you described initially, and, in part, on some characteristics of the content itself:

1. Does the content match my lesson objectives?
2. Will the material fit with the instructional method I planned to use?
3. Is the content up-to-date? totally? in part?
4. Is the content logically sequenced?
5. Is the content based on real world situations?
6. Is the material appropriate for the grade level of my students?
7. Can my students handle the vocabulary used?
8. Will this material motivate my students?
9. Is this material geared to the abilities, needs and interests of all of my students? part of my students?
10. Will this material fit into my time constraints?
11. Do I have the equipment (projector, tape deck, etc.) necessary to use this material? Is it in good operating condition?
12. Do I have the facilities necessary to use this material?
13. Do I have the funds necessary to purchase or rent this material?

14. Is the material well produced technically (i.e., is the film's sound clear and audible? is the text's type size and style easy to read)?
15. Does the material have validity? Does the author or producer indicate that it has been proven that it will do what it is intended to do?

If you are looking for materials for demonstration purposes or student use such as hardware (tools and machinery) or software (consumables such as lumber, or flour, or typing paper, or nuts and bolts), you need to check a few additional items. These materials should be the same as those which the students would be expected to use on the job. They should be in good operating condition. With consumables, enough must be supplied to allow for a number of restarts or wastage. The degree of student participation (i.e., demonstration by teacher, group involvement, individual involvement) will also indicate to you how much material or how many tools and machines you will have to have available.

Once you have previewed your initial selections, you are ready to decide which selections are appropriate and which are not. If necessary, you may have to do more searching and previewing in order to obtain the most appropriate materials. When you have made the final selection of the student instructional materials you will use for the lesson, you are ready to implement the lesson plan, making the materials available to the students. There is, however, one last thing to remember. When you decide to teach that lesson again to another class, your materials have to be reviewed and re-evaluated based on the new set of conditions: different students with different needs, interests and abilities; slightly different objectives; different limits of time, equipment or facilities; and, if time has passed, the availability of more up-to-date materials. Not all of your needs may be met by existing resources; it may be necessary or preferable at times to use teacher-made materials. The development of these teacher-made materials is covered in other modules.

EXAMPLE A
SIMPLIFIED FLESCH FORMULA

Follow these rules and procedures in applying the Simplified Flesch Formula.¹

A. Selection of Samples

1. Take enough samples to make a fair test. To make your samples random, go by a strictly numerical scheme rather than picking "good" or "typical" samples.
2. Each sample should start at the beginning of a paragraph.

Example: In a 152 page book, take the first paragraphs on each of pages 7, 25, 78, 122. Page numbers are chosen "blind" without looking at these pages.

B. Counting the Number of Words

1. Count the number of words in the sample up to 100.
2. Count contractions and hyphenated words as one word.
3. Count numbers and letters as words, if separated by spaces.
Example: 1948 and C.O.D. would each count as one word.

C. Counting the Number of Sentences

1. Count complete sentences or complete units of thought. Some sentences are marked off by colons or semicolons.
2. Don't break up sentences joined by conjunctions like and or but.

D. Figuring Average Sentence Length

1. When using several samples, figure average sentence length for all the samples combined.
2. Total the number of words in all of the samples (4 samples would have 400 words) and divide by the number of sentences in all of the samples.

E. Counting the One Syllable Words

1. Count all the one syllable words in all of the 100-word samples and divide the total number of one syllable words by the number of samples.

F. Figuring the "Reading Ease" Score

1. Apply the average sentence length in words and the average number of one syllable words per sample to the "Flesch Reading Ease Index Table" to arrive at the reading ease index number (as illustrated on p. 17).

¹ J. N. Farr, J. J. Jenkins, and D. G. Paterson, "Simplification of Flesch Reading Ease Formula," Journal of Applied Psychology. 1951, Vol. 35, p. 333.

Example of Application of Flesch Formula

When electricity and chemistry are combined, new uses and products result.^① Two common uses are batteries and electroplating.^②

The dry cell.^③ A dry cell, such as is in your flashlight, is a portable source of electric current produced by a chemical action.^④ (Study Fig. 5.42) The center terminal is positive (+) and the outer, negative (-).^⑤ When these are connected with a wire, current flows.^⑥ A dry cell no matter how large or small always has 1.5 v.^⑦ The larger the cell, the greater the amperage and the longer it will last.^⑧ A battery is a group of cells.^⑨ In a 45v radio

9 sentences - To find average sen- tence length $\frac{100}{9} = 11.1$	Ave. Sent. Length	66 One syllable words													
		Number of One Syllable Words per Hundred Words													
	↓	84	82	80	78	76	74	72	70	68	66	64	62	60	
	9	94	90	87	84	81	78	74	72	68	65	61	58	56	
	10	93	89	86	83	80	77	73	71	67	64	60	57	55	
	11	92	88	85	82	79	76	72	70	66	63	59	56	54	
	12	91	87	84	81	78	75	71	69	65	62	58	55	53	
	13	90	86	83	80	77	74	70	68	64	61	57	54	52	
	14	89	85	82	79	76	72	69	67	63	60	56	53	50	
	15	88	84	81	78	75	71	68	66	62	59	55	52	49	
	16	87	83	80	77	74	70	67	65	61	58	54	51	48	
17	86	82	79	76	73	69	66	64	60	57	53	50	47		

63 is your index number. On the Flesch Conversion Table:

Reading Ease Score			Estimated Reading Grade	
90 to 100			5th Grade	
80 to 90			6th Grade	
70 to 80			7th Grade	
63 →	60 to	70	8th - 9th Grade	
	50 to	60	10th - 12th Grade	
	30 to	50	13th - 16th Grade (College)	
	0 to	30	College Graduate	

* Example taken from Industrial Arts for the General Shop, Delmar Olson, p. 185

Data Sheet

Application of the Flesch Reading Ease Formula

TITLE _____ READABILITY
LEVEL _____
AUTHOR(S) _____ PUBLISHER _____

Samples	Page No.	Words	One Syllable Words	Sentences	Score	Grade
1	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____	_____
7	_____	_____	_____	_____	_____	_____
8	_____	_____	_____	_____	_____	_____
9	_____	_____	_____	_____	_____	_____
10	_____	_____	_____	_____	_____	_____
11	_____	_____	_____	_____	_____	_____
12	_____	_____	_____	_____	_____	_____
13	_____	_____	_____	_____	_____	_____
14	_____	_____	_____	_____	_____	_____
15	_____	_____	_____	_____	_____	_____
16	_____	_____	_____	_____	_____	_____
17	_____	_____	_____	_____	_____	_____
18	_____	_____	_____	_____	_____	_____
19	_____	_____	_____	_____	_____	_____
20	_____	_____	_____	_____	_____	_____
21	_____	_____	_____	_____	_____	_____
22	_____	_____	_____	_____	_____	_____

#73, 74, 75, 78

16

Simplification of Flesch Reading Ease Formula

Flesch Reading Ease Index Table

Number of Sentences per Hundred Words	Number of One Syllable Words per Hundred Words																							
	84	82	80	78	76	74	72	70	68	66	64	62	60	58	56	54	52	50	48	46	44	42	40	
9	94	90	87	84	81	78	74	72	68	65	61	58	56	52	49	45	42	40	36	33	29	27	23	
10	93	89	86	83	80	77	73	71	67	64	60	57	55	51	48	44	41	39	35	32	28	26	22	
11	92	88	85	82	79	76	72	70	66	63	59	56	54	50	47	43	40	38	34	31	27	25	21	
12	91	87	84	81	78	75	71	69	65	62	58	55	53	49	46	42	39	37	33	30	26	24	20	
13	90	86	83	80	77	74	70	68	64	61	57	54	52	48	45	41	38	35	32	29	25	23	19	
14	89	85	82	79	76	72	69	67	63	60	56	53	50	47	44	40	37	34	31	28	24	22	18	
15	88	84	81	78	75	71	68	66	62	59	55	52	49	46	43	39	36	33	30	27	23	21	17	
16	87	83	80	77	74	70	67	65	61	58	54	51	48	45	42	38	35	32	29	26	22	20	16	
17	86	82	79	76	73	69	66	64	60	57	53	50	47	44	41	37	34	31	28	25	21	19	15	
18	85	81	78	75	72	68	65	63	59	56	52	49	46	43	40	36	33	30	27	24	20	18	14	
19	83	80	77	74	71	67	64	61	58	55	51	48	45	42	39	35	32	29	26	23	19	17	13	
20	82	79	76	73	70	66	63	60	57	54	50	47	44	41	38	34	31	28	25	22	18	16	12	
21	81	78	75	72	69	65	62	59	56	53	49	46	43	40	37	33	30	27	24	21	17	15	11	
22	80	77	74	71	68	64	61	58	55	52	48	45	42	39	36	32	29	26	23	20	16	14	10	
23	79	76	73	70	67	63	60	57	54	51	47	44	41	38	35	31	28	25	22	19	15	13	9	
24	78	75	72	69	66	62	59	56	53	50	46	43	40	37	34	30	27	24	21	18	14	12	8	
25	77	74	71	68	65	61	58	55	52	49	45	42	39	36	33	29	26	23	20	17	13	11	7	
26	76	73	70	67	64	60	57	54	51	48	44	41	38	35	32	28	25	22	19	16	12	10	6	
27	75	72	69	66	63	59	56	53	50	47	43	40	37	34	31	27	24	21	18	15	11	9	5	
28	74	71	68	65	62	58	55	52	49	46	42	39	36	33	30	26	23	20	17	13	10	8	4	
29	73	70	67	64	61	57	54	51	48	45	41	38	35	32	29	25	22	19	16	12	9	7	3	
30	72	69	66	63	60	56	53	50	47	44	40	37	34	31	27	24	21	18	15	11	8	6	2	
31	71	68	65	62	59	55	52	49	46	43	39	36	33	30	26	23	20	17	14	10	7	5	1	
32	70	67	64	61	58	54	51	48	45	42	38	35	32	29	25	22	19	16	13	9	6	4		
33	69	66	63	60	57	53	50	47	44	41	37	34	31	28	24	21	18	15	12	8	5	2		
34	68	65	61	59	56	52	49	46	43	40	36	33	30	27	23	20	17	14	11	7	4	1		
35	67	64	60	58	55	51	48	45	42	38	35	32	29	26	22	19	16	13	10	6	3			
36	66	63	59	57	54	50	47	44	41	37	34	31	28	25	21	18	15	12	9	5	2			
37	65	62	58	56	53	49	46	43	40	36	33	30	27	24	20	17	14	11	8	4	1			
38	64	61	57	55	52	48	45	42	39	35	32	29	26	23	19	16	13	10	7	3				

FLESCH CONVERSION TABLE

Reading Ease Score	Estimated Reading Grade
90 to 100	5th Grade
80 to 90	6th Grade
70 to 80	7th Grade
60 to 70	8th - 9th Grade
50 to 60	10th - 12th Grade
30 to 50	13th - 16th Grade (College)
0 to 30	College Graduate

SELF-TEST
LEARNING EXPERIENCE I

Directions: The following statements test your comprehension of the material in the Information Sheet for Learning Experience I. Respond to each statement by circling the "T" if the statement is true, or the "F" if the statement is false.

- T F 1. Knowing about instructional media and materials means knowing how to run a projector.
- T F 2. Variety is the essence of media and materials.
- T F 3. Good teaching methodology using a variety of media and materials may decrease discipline problems.
- T F 4. Media and materials can help to make abstract concepts more concrete.
- T F 5. Opaque projectors are simple to set up and use in the classroom.
- T F 6. Flannel boards and flip charts are easy to use and inexpensive, but they involve preparation time.
- T F 7. The things you tend to forget involve total sensory experiences.
- T F 8. Media and materials help to involve the students' five senses in the learning process.
- T F 9. Media and materials are labor-saving devices.
- T F 10. Media and materials should be used instead of a textbook or other primary tool.
- T F 11. The selection of materials must be based on the objectives of the lesson.
- T F 12. Due to the varying needs and abilities of students, one or two materials geared to the average would be the best choice.
- T F 13. It is a good idea to check the reading level of any material you wish to use.
- T F 14. Rudolf Flesch developed a method for measuring the reading level of individual students.
- T F 15. It is important to check availability of time, facilities, equipment and funds before selecting materials.
- T F 16. The only sources which should be checked are libraries, catalogues and businesses.
- T F 17. Materials must be previewed before they can be used.

- T F 18. If the information in a film or text is reliable, that is the only characteristic of that materials which needs to be checked.
- T F 19. When ordering consumables, it is necessary to allow for restarts.
- T F 20. Once you have selected materials for a lesson plan, that plan should be effective for use in all of your classes for as long as the material remains up-to-date.

LEVEL OF PERFORMANCE: After you have completed this self-test, check your answers with the Answer Key on the following page. If you did not have all twenty (20) correct, review the Information Sheet for Learning Experience I, pp. 9-17.

ANSWER KEY
LEARNING EXPERIENCE I SELF-TEST

1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. T
9. F
10. F

11. T
12. F
13. T
14. F
15. T
16. F
17. T
18. F
19. T
20. F

CASE STUDY
LEARNING EXPERIENCE II

Mr. Eriksen plans to teach a unit on job interviews. The objective of the first lesson in this unit is: "Based on reading, hearing or viewing materials supplied by the teacher, students will work in small groups to develop lists of 'Interview Do's and Don'ts.'" The class meets once a week for three hours; Mr. Eriksen plans to use one period for this lesson. The class which he is working with consists of twenty sophomores, eight of whom presently have part-time jobs. The class is fairly heterogeneous in ability: ten read at the tenth grade level; one reads at the fifth grade level; three read at the eighth or ninth grade level; two read at the eleventh grade level; two read at the twelfth grade level; and two read at the twelve+ grade level.

Mr. Eriksen's school fairly progressive and modern. There is an Instructional Media Center with a great deal of equipment kept in good operating condition: one video tape unit, six movie projectors, two slide projectors, three reel-to-reel tape recorders, ten cassette tape recorders, five stereo record players, four film strip projectors, ten individual slide viewers, ten single-concept film loop viewers, and three overhead projectors. Adequate facilities, such as a listening laboratory, are available for the use of all of this equipment. The school also has a Mimeograph machine, a Ditto machine, a Xerox machine, and a Thermofax machine. His department's budget has enough money for rental charges and small purchases.

Mr. Eriksen looked for student instructional materials in three places. He looked through the handouts and texts that he had used in his college courses and he found a ten year old, twenty page handout on job interviews written by a professor for a graduate course for work-study coordinators. He looked in a film catalogue he had in his office, but he didn't find anything. He looked last in the university library and he found one text and three educational journals with some relevant information on job interviews. He xeroxed twenty copies of each of the resources he had found, a total of 96 pages, and considered himself to be ready to do the lesson.

CRITIQUE FORM
LEARNING EXPERIENCE II CASE STUDY

Directions: Read each question and, based on the case study, indicate, by circling the YES or NO, whether or not Mr. Eriksen accomplished each item. If the answer is NO, briefly explain in the space provided below each question (1) what he did wrong, and (2) what you feel he should have done.

1. Did the content of the instructional materials match the objectives of Mr. Eriksen's lesson plan?

YES NO

Explanation:

2. Did the material fit with the instructional method he planned to use for the lesson?

YES NO

Explanation:

3. Were the instructional materials he chose up-to-date?

YES NO

Explanation:

4. Did Mr. Eriksen consider the needs and interests of his students in selecting the material?

YES NO

Explanation:

5. Was the material geared to the grade level and abilities of all of his students?

YES NO

Explanation:

6. Will the instructional materials motivate his students to any great extent? YES NO

Explanation:

7. Will this material fit into his time constraints well? YES NO

Explanation:

8. Did Mr. Eriksen make good use of the available funds, facilities, and equipment? YES NO

Explanation:

9. Did Mr. Eriksen conduct a thorough search of available sources? YES NO

Explanation:

10. Were the materials he selected the ones he should have selected for that lesson in that school with those students? YES NO

Explanation:

MODEL ANSWERS
LEARNING EXPERIENCE II CRITIQUE FORM

1. YES. Considering ONLY content, Mr. Eriksen was selecting appropriate materials. All the materials did, in fact, discuss interviewing for jobs.
2. YES. He planned to have students absorb information individually and then discuss in groups, so the xeroxed written material would be appropriate to that method.
3. NO. The handout was ten years old, and dates didn't seem to be a factor in the library materials he chose. He should have made a point of selecting materials based on timeliness rather than on whatever haphazard method he was using. Before deciding to use a ten year old explanation, he should have checked carefully to make sure that things had not changed in the real world since he had attended college.
4. NO. This is probably one of his biggest errors. At no time did his students' needs and interests seem to be a factor in his selection process. He should have involved the students to determine what experience they had had in job interviewing to date. Eight students have part-time jobs, so their needs in the lesson may be quite different from the students who have never been employed. He should have looked for a variety of materials to meet these differing needs.
5. NO. Ninety-six pages of graduate level college material, textbooks and educational journals is definitely not appropriate for the student who reads at the fifth grade level, and it is questionable that many of the other students could handle it. He should have selected a variety of materials according to the different reading levels, or some materials that didn't rely so heavily on the written word.
6. NO. Probably not. Reading about how to handle a job interview is not, in and of itself, exhilarating. Reading about it on page after page of xeroxed sheets will not help. Again, a variety of materials geared more to tenth graders should have been selected.
7. NO. Most of Mr. Eriksen's students will need the entire period simply to complete the readings, leaving no time for discussion. He should have decided how much discussion time he wanted and then selected materials which could be easily handled by all students in the time allotted for independent work.
8. NO. He used none of the available funds, facilities and equipment. It is not evil not to use it, but he should have made more effort to locate audio-visual materials, since he had all the necessary equipment at his disposal.

9. NO. He used only the most obvious, most easily accessible sources. He should have checked with colleagues and supervisors. He should have checked for references in his own school library; even if he didn't use these in class, they could be suggested to students wishing to pursue the subject further. He should have checked more audio-visual sources. In addition, this would have been an excellent topic on which to tap business, industry, or public service organizations for materials. An employment agency would undoubtedly have related pamphlets on this topic.
10. NO. He did a really poor job of it, all things considered. He should have considered his students and the available equipment, and chosen materials accordingly. He should have checked many more sources. He should have gotten briefer, more pleasantly readable materials, and more audio-visual aids.

LEVEL OF PERFORMANCE: Your completed "Critique Form" should have covered the same major points as the "Model Answers." If it did not, or if it included additional information, recheck the "Information Sheet for Learning Experience I" and the "Case Study," and revise the "Critique Form," if necessary. Before proceeding to the next learning experience, you must meet with your resource person to discuss your "Critique Form," and obtain his approval.

**CHECKLIST FOR OBTAINING STUDENT INSTRUCTIONAL
MATERIALS
LEARNING EXPERIENCE III**

Directions: The following criteria will be used to evaluate the teacher's performance in selecting and obtaining student instructional materials. If the criterion is not applicable, put an X in the NA column. If the teacher did not accomplish the item, put an X in the DID NOT ACCOMPLISH column. If the teacher did accomplish the item, put an X in the column that best describes HOW WELL he ACCOMPLISHED the item.

1. Does the content of the instructional materials match the lesson objectives?
2. Do the materials fit the instructional method(s) to be used for the lesson?
3. Is the content of the materials up-to-date?
4. Is the content logically sequenced?
5. Is the content based on real world situations?
6. Is the material appropriate for the grade level of the students involved?
7. Can the student handle the vocabulary or reading level used in the materials?
8. Can this material successfully motivate the students?
9. Were there materials selected which were geared to the abilities of all the students involved?
10. Were there materials selected which were geared to the needs and interests of all the students involved?
11. Were students involved in the selection process?
12. Did the teacher check all available relevant sources for materials?

NOT APPLICABLE	DID NOT ACCOMPLISH	HOW WELL ACCOMPLISHED				
		VERY POOR	POOR	AVERAGE	GOOD	EXCELLENT

